

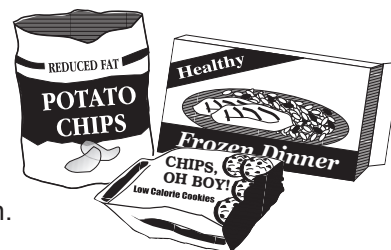
# LESSON 7

## Packages Can Trick Us

Student Learning Objectives:	National Health Education Standards:
<ul style="list-style-type: none"> <li>Use nutrition information on food labels to compare products and select foods for specific dietary goals.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing Information</li> </ul>
<ul style="list-style-type: none"> <li>Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.</li> </ul>	<ul style="list-style-type: none"> <li>Accessing Information</li> </ul>

### Lesson Synopsis

Review the information on food labels and introduce the focus of this lesson, which is advertising and using food labels to make healthy food choices. Describe and define the advertising terms used on packaging. Practice using food labels to determine whether or not foods are a healthy choice and/or nutrient dense. Summarize the lesson.



Activity	Time	Materials Needed
Introduction	5 minutes	Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master: "Food Labels," from Lesson 6</li> <li>Slide Master Set: "Food Advertising"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Projector</li> <li>Slides</li> </ul>
Input	15 minutes	Health Education Resources <ul style="list-style-type: none"> <li>Poster Set: "MyPlate: Steps to a Healthier You," Michigan Model for Health Clearinghouse</li> </ul> Teacher Manual Resources <ul style="list-style-type: none"> <li>Slide Master Set: "Food Advertising"</li> <li>Teacher Reference: "Understanding Food Package Terms"</li> <li>Teacher Reference: "Nutrient Content Descriptors and Other Definitions"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>Projector</li> <li>Slides</li> <li>Computer with Internet access (Extension Activity)</li> </ul>
Application	20 minutes	Health Education Resources <ul style="list-style-type: none"> <li>Pamphlet Set: "Steps to a Healthier You," twelve sets, Michigan Model for Health Clearinghouse (Suggestion)</li> <li>Cards: "Food Labels," eight sets, Michigan Model for Health Clearinghouse (Suggestion)</li> <li>Poster: "Using Food Labels to Guide Decisions," Michigan Model for Health Clearinghouse (Suggestion)</li> <li>Food Label Signs: "Note the Amount," "Percent of Daily Value," "Number of Servings," "Check calories for each serving," "Limit the items listed in orange," "Get enough of the nutrients in the yellow area," "5% or less is LOW," and "20% or more is HIGH," Michigan Model for Health Clearinghouse (Suggestion)</li> <li>Cards: "Looking for Nutritious Foods," Michigan Model for Health Clearinghouse</li> </ul>

<b>Application (continued)</b>		<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Student Worksheet: “Healthy Choice...or Not?”</li> <li>• Teacher Reference—Assessment: “Assessment Rubric: Healthy Choice...or Not?”</li> <li>• Student Self-Assessment Rubric: “Healthy Choice...or Not?”</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Food packages collected by students and the teacher</li> <li>• Pens or pencils</li> </ul>
<b>Closure</b>	5 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Teacher Reference—Assessment: “Assessment Rubric: Finding Reliable Sources of Information,” from Lesson 5</li> <li>• Student Self-Assessment Rubric: “Finding Reliable Sources of Information,” from Lesson 5</li> <li>• Family Worksheet: “Using Food Labels to Choose Foods”</li> </ul>
<b>TOTAL</b>	<b>45 minutes</b>	

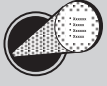
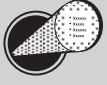
### Preparation

<b>Prior to the Lesson</b>	<ul style="list-style-type: none"> <li>• <b>Decide if you want to assess</b> student progress. Two rubrics are provided for your use. One rubric, “Assessment Rubric: Finding Reliable Sources of Information,” is found at the end of Lesson 5 where the activity was initiated. The second rubric, “Assessment Rubric: Healthy Choice...or Not?” can be found at the end of this lesson.</li> <li>• <b>Decide if you want students to assess</b> their own progress. <b>Duplicate</b> one or both rubrics for students if you plan to use them. One rubric, “Finding Reliable Sources of Information,” is found at the end of Lesson 5 where the activity was initiated. The second rubric, “Healthy Choice...or Not?” can be found at the end of this lesson.</li> <li>• <b>Read</b> the teacher references, “Understanding Food Package Terms” and “Nutrient Content Descriptors and Other Definitions.”</li> </ul>
<b>For Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Prepare slides</b> of the slide master set, “Food Advertising.”</li> </ul>
<b>For Application</b>	<ul style="list-style-type: none"> <li>• <b>Designate a resource area</b> in your room where you can have the pamphlet sets and the “Looking for Nutritious Foods” cards available for students to use as references.</li> <li>• <b>Display</b> the poster, “Using Food Labels to Guide Decisions” and “Food Label Signs.” (Suggestion)</li> <li>• <b>Duplicate</b> the student worksheet, “Healthy Choice...or Not?” for each student.</li> </ul>
<b>For Closure</b>	<ul style="list-style-type: none"> <li>• <b>Duplicate</b> the family worksheet, “Using Food Labels to Choose Foods,” for each student to take home.</li> </ul>

## LESSON PROCEDURE

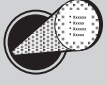

**Introduction:** Review the information on food labels and introduce the focus of this lesson on advertising and using food labels to make healthy food choices.

5 minutes

Instructional Steps	Script and Detailed Directions
Display the slide, "Food Labels." 	<p><i>In our last health lesson, we examined food labels. <b>Who can tell me one thing a person learns about a food from the food label?</b></i></p> <p>Answers: Review the different parts of the food label as students make contributions. Add any aspects they might miss.</p>
Display a few of the slides from the slide set, "Food Advertising," and introduce this lesson. 	<p><i>Look at these foods. The packages offer "helpful" information. That is certainly easier than reading food labels. But, can we be tricked?</i></p> <p><i>Today we'll find out if we should trust the information on the package.</i></p> <p>Redistribute the folders if you collected them or have students get them out.</p>

**Input:** Describe and define the advertising terms used on packaging.

15 minutes

Instructional Steps	Script and Detailed Directions
Display the slides one at a time from the slide set, "Food Advertising."  Explain how advertising can be misleading. Use the teacher references, "Understanding Food Package Terms" and "Nutrient Content Descriptors and Other Definitions," to guide this discussion. 	<p>Display slide #1.</p> <p><b><i>What do the words on these packages want you to believe?</i></b></p> <p>Answer: The foods have none of the named items in them.</p> <p><i>In this case, the packages say that the product is "free" of something. This means that there is none or a very small amount of the ingredient in the food. How much can be in the food and still claim to be "free" is regulated by the government.</i></p> <p><b><i>What information is not on the front of the packages?</i></b></p> <p>Answer: The front of the packages don't state how much is present and whether or not there are other undesirable ingredients. For example, something cholesterol-free could still have a high level of fat.</p> <p><b><i>What else do you want to know before you buy these foods?</i></b></p> <p>Answer: What do they contain and how they help a person stay healthy.</p>

**How can you get more information?**

Answer: Read the food label.



Have students visit the U.S. Food and Drug Administration website to reinforce the content of this lesson: [www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm](http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm)

Display slide #2.

**What do the words on these packages want you to believe?**

Answer: The foods have a small amount of the ingredient.

*If a product is labeled as having a “low” amount of an ingredient, it means that there is a very small amount of the ingredient in the food. How much can be in the food and still claim to be “low” is regulated by the government.*

**What information is not on the front of the packages?**

Answer: The front of the packages do not tell you exactly how much is present and whether or not they have other undesirable ingredients. The wording on the package does not mean that the product is completely free of the ingredient.

**What else do you want to know before you buy these foods?**

Answer: What do they contain and how they help a person stay healthy.

**How can you get more information?**

Answer: Read the food label.

Display slide #3.

**What do the words on these packages want you to believe?**

Answer: The food has an ingredient that is reduced from what you might usually find. The food has less of an ingredient than is usually found in the food. The food has more of an ingredient than is usually found.

*In this case, two of the packages say that something in the product is “reduced” or “less.” This means that the foods have been nutritionally altered and have at least 25% less of a nutrient or calories than usual.*

*One package says it has “more” of one ingredient. This means that something has been added or the product is enriched.*

**What information is not on the front of the packages?**

Answer: The front of the package doesn’t state the product is completely free of the ingredient labeled “reduced” or “less,” or free of other undesirable ingredients. The ingredient labeled “more” is not necessarily high in nutrient value or free of other undesirable ingredients.

***What else do you want to know before you buy these foods?***

Answer: What do they contain and how they help a person stay healthy.

***How can you get more information?***

Answer: Read the food label.

Display slide #4.

***What do the words on these packages want you to believe?***

Answer: The foods have a lower amount of fat, cholesterol, sodium, or calories if they are labeled “light,” “lite,” or “lean.”

*These packages say that the product is “light,” “lite,” or “lean.” This means that the fat, cholesterol, or sodium content is reduced. How much can be in the food and claim to be “light,” “lite,” or “lean” is regulated by the government.*

***What information is not on the front of the packages?***

Answer: The front of the packages don't tell you exactly how much the fat, cholesterol, or sodium is reduced. The packages don't state it is free of fat, cholesterol, sodium, or other undesirable ingredients. The front of the packages don't state the product is low in calories.

***What else do you want to know before you buy these foods?***

Answer: What do they contain and how they help a person stay healthy.

***How can you get more information?***

Answer: Read the food label.

Display slide #5.


***What do the words on these packages want you to believe?***

Answer: The food will help you stay healthy. The food has something not real in it. Something in the food has been substituted.

*One of these packages says that the product is “healthy.” This means that the food is low in fat, saturated fat, sodium, and cholesterol.*






*One of these packages says that the food contains an “imitation.” This means that something has been substituted for an ingredient and that the substitution is nutritionally inferior because it contains less than of one or more nutrients found in the traditional food.*


*The last package says that the food contains a substitute. This means that something has been substituted for an ingredient, but it is not nutritionally inferior.*

	<p><b>What information is not on the front of the packages?</b></p> <p>Answer: The front of the package using the word “healthy” does not mean that a person can go without exercise or other nutritious foods and still be healthy. The front of the package using the word “imitation” does not mean it is dangerous to eat or that it is low in nutrients. The front of the package using the word “substitute” does not tell you what the food contains.</p> <p><b>What else do you want to know before you buy these foods?</b></p> <p>Answer: What do they contain and how they help a person stay healthy.</p> <p><b>How can you get more information?</b></p> <p>Answer: Read the food label.</p>
Reinforce the importance of reading food labels.	<p><i>As you can see, food labels are your best source of accurate information. The food labels are required by the U.S. Food and Drug Administration for most prepared foods. Food labels for raw produce and fish is voluntary.</i></p>  <p>The U.S. Food and Drug Administration website has extensive information on food labeling. It has information on the nutritional value of raw produce as well as what is required by restaurants at <a href="http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm2006860.htm">www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm2006860.htm</a>. <i>Read the Label</i> Youth Outreach Campaign offers tips and activities for kids, challenging them to use Nutrition Fact Labels on food and beverage packages. Printable activities can be found at <a href="http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm281746.htm#kids">www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm281746.htm#kids</a>.</p>

**Application:** Practice using food labels to determine whether or not foods are a healthy choice and/or nutrient dense.





**20 minutes**

Instructional Steps	Script and Detailed Directions
<p>Examine the food labels on the packages students brought to class to determine whether or not the food is a healthy choice.</p> <p>Distribute the student worksheet, “Healthy Choice...or Not?” and explain how to complete it.</p> 	<p>Have students get out the food packages they brought to class and distribute any you may have collected.</p>  <p>Distribute a set of prepared food labels among students if you do not have enough food packages.</p> <p><i>Your task is to look at the food label on your package and determine if it is a healthy food choice and a good source of nutrients.</i></p> <p><i>Complete Part 1 of your worksheet. It has several questions for you to answer about your food and a blank food label. You do not need to copy all of the food label information. Only record portions of the food label that helped you decide if the food was a healthy choice.</i></p>  <p>Use the teacher assessment rubric or have students use the self-assessment rubric provided at the end of the lesson if you want to assess students’ progress.</p>  

	 <p>Display the poster, “Using Food Labels to Guide Decisions” and “Food Label Signs.”</p> <p>Point out the resources available for student use.</p> <p><i>Take five minutes to review the label and make a decision.</i></p>
Form pairs and examine a new food label.	<p>After five minutes, ask students to find a partner. Have the partners trade food packages and repeat the investigation using Part 2 of the worksheet.</p> <p>When the students are finished, have them meet with their partner.</p> <p><i>You and your partner examined the same two labels. Compare your worksheets. Talk with one another to see if you found the same information and came to the same conclusions.</i></p>
Lead a class discussion.	<p>Conduct a class discussion about the information they discovered and how the partners’ worksheets compared.</p>

**Closure:** Summarize the lesson.

**5 minutes**

Instructional Steps	Script and Detailed Directions
Identify some healthy and not-so-healthy foods students discovered as they looked at food labels.	<p><b><i>What foods did you find that were healthy choices?</i></b></p> <p><b><i>What foods did you discover that were not-so-healthy choices?</i></b></p>
Emphasize reading food labels.	<p><b><i>What will you do the next time you reach for a “high” fiber cereal or a “low-fat” muffin?</i></b></p> <p>Answer: Read the food label.</p>
Collect the student worksheet, “Finding Reliable Sources of Information,” from Lesson 5. 	<p><i>Remember the student worksheet, “Finding Reliable Sources of Information?” We found out today that we need to be careful about the claims on packages. I hope you found some sources for reliable information on body image, healthy eating patterns, and healthy weight as you did the homework assignment.</i></p> <p>If time permits, sample some of the sources the students discovered and some of the things they learned.</p> <p>Collect the worksheet or have students put it in their folders.</p> <div style="display: flex; align-items: center;">    </div> <p>Use the teacher assessment rubric or have students use the self-assessment rubric provided at the end of Lesson 5 if you want to assess students’ progress.</p>



Explain the homework assignment using the family worksheet, "Using Food Labels to Choose Foods."



*You have some homework tonight. Take this worksheet home and find three foods in your home that have food labels. Answer the questions about each food. When you are finished, talk with a family member or other trusted adult about what you have learned about food labels and the three foods you examined. Then, have the person you spoke with sign the worksheet. Your assignment is due (date).*

*Be sure to bring in any additional restaurant nutrition pamphlets you may have gathered. We will be using them tomorrow.*



Have students visit a grocery store and locate two or three loaves of bread that are a good source of nutrition per slice, such as high in fiber, low in calories, and made from whole grains. Ask them to report back to the class on what they discovered. This task isn't as easy as it may appear.

Collect the students' folders or ask students to bring them to each class.

Introduce the next lesson.

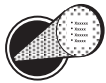
*In our next health lesson, we will explore some of our favorite restaurants – fast food restaurants.*



You may want to have students indicate their favorite fast food restaurants if you are downloading and printing nutrition information. This will help you know which restaurant information to have available and in what quantities.







# Food Advertising

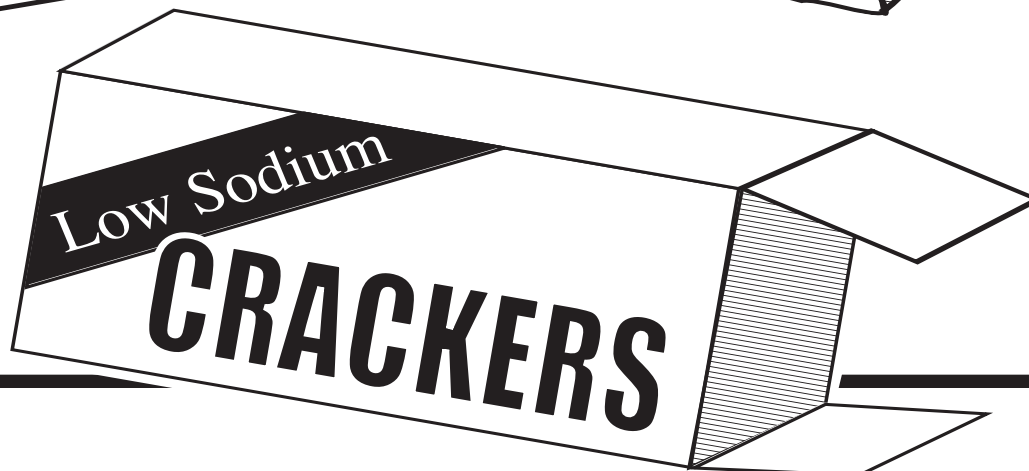
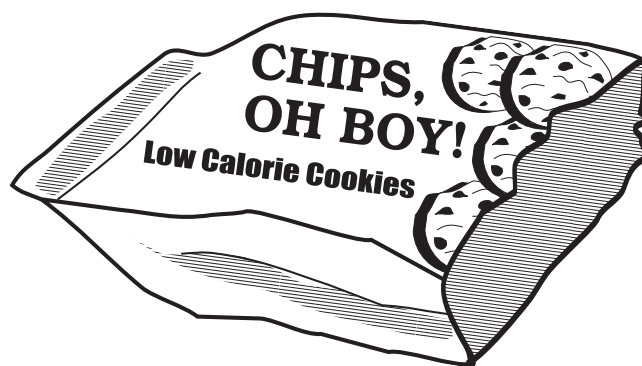
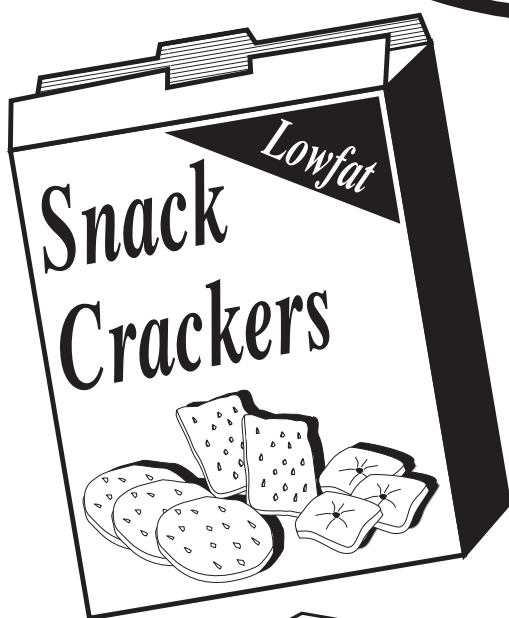
free





# Food Advertising

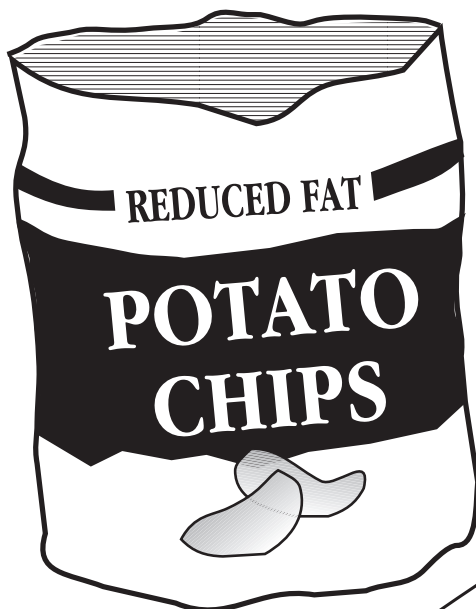
low





# Food Advertising

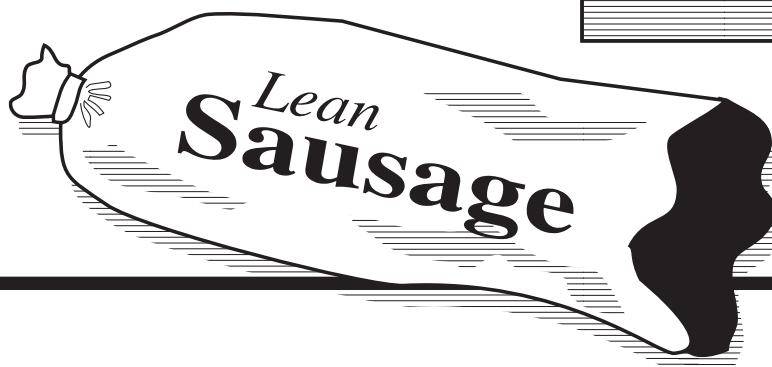
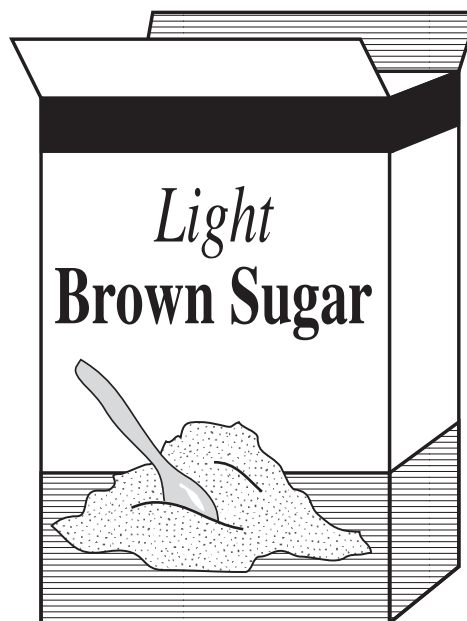
reduced,  
less, more





# Food Advertising

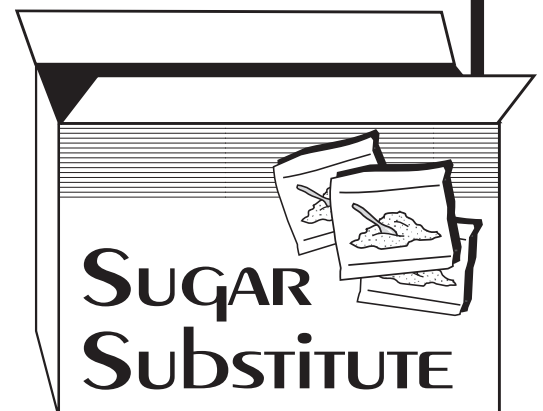
light,  
lite, lean





# Food Advertising

healthy, imitation,  
substitute



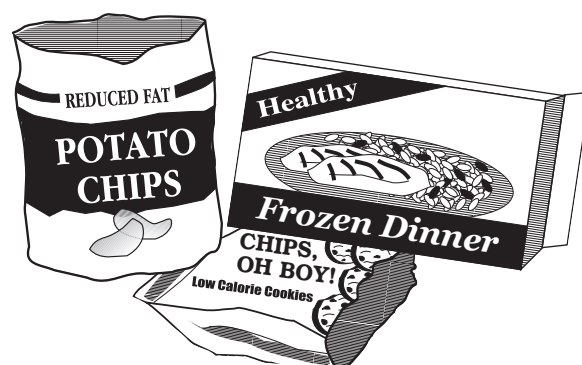


## Understanding Food Package Terms

Terms	What It Means	What It Doesn't Tell You
<b>Free:</b>	<i>without, no, zero, trivial source of; &lt; 5 calories, &lt; .5 g of fat, &lt; 2 mg of cholesterol, &lt; 5 mg of sodium, &lt;.5 g of sugar</i>	<i>It does not tell you exactly how much is present. Even though it doesn't have one ingredient, it could still have other undesirable ingredients (i.e., no cholesterol could still have fat).</i>
<b>Good Source:</b>	<i>contains, provides; has between 10 and 19 percent of the Daily Value for a nutrient</i>	<i>It does not mean it is the only source or that it is free of other undesirable ingredients.</i>
<b>Healthy:</b>	<i>describes a food that is low in fat and saturated fat and has &lt; 480 mg sodium and &lt; 60 mg cholesterol per serving</i>	<i>It does not mean a person can go without exercise or other nutritious foods and still be healthy.</i>
<b>High:</b>	<i>rich in, excellent source of; has 20 percent or more of the Daily Value of a nutrient</i>	<i>It does not mean it is the only source or that it is free of other undesirable ingredients.</i>
<b>Imitation:</b>	<i>describes a food which substitutes for and resembles a traditional food, but is nutritionally inferior in that it contains less of one or more nutrients found in the traditional food</i>	<i>It does not mean it is dangerous to eat, or that it is low in nutrients or benefits.</i>
<b>Substitute:</b>	<i>describes a food which substitutes for and resembles a traditional food, and is NOT nutritionally inferior</i>	<i>It does not tell you what the food contains.</i>
<b>Lean:</b>	<i>describes the fat content of meat products; describes the fat content of meat products; &lt; 10 g fat, 4 g saturated fat, and 95 mg cholesterol (cumulative) per serving and per 100 g</i>	<i>It does not mean it is free of fat, cholesterol, or other undesirable ingredients.</i>
<b>Less:</b>	<i>describes a nutritionally altered food that has at least 25 percent less of a nutrient or calories than the food it is compared to; may be compared to a different food within a product category, such as comparing chips to pretzels</i>	<i>It does not mean it is low in calories, etc. It does not mean it is high in desirable ingredients.</i>



<b>Light, Lite:</b>	<i>describes a food that has reduced fat by at least 50% from the reference food if the reference food derives 50% or more of its calories from fat; describes a food that has reduced fat by at least 50% or calories by at least one-third if the reference food gets less than 50% of its calories from fat; describes a food that has reduced sodium by 50% or more if the reference food is already a low calorie, low fat food; also describes physical properties, such as color or texture, if it is clearly stated</i>	<i>It does not mean it is low in fat or low in calories or low in sodium. It does not always pertain to fat.</i>
<b>Low:</b>	<i>little, few, low source of; &lt;40 calories, &lt;3 g fat, &lt;1 g saturated fat, &lt;20 mg cholesterol, &lt;140 mg sodium</i>	<i>It does not mean the product is completely free of the ingredient labeled "low," or is free of other undesirable ingredients.</i>
<b>More:</b>	<i>added, fortified, enriched; must contain at least 10% more of the nutrient than the other food named in the claim</i>	<i>It does not mean it is high in nutrient value or free of other undesirable ingredients.</i>
<b>Reduced:</b>	<i>describes a nutritionally altered food that has at least 25 percent less of a nutrient or calories than the food it is compared to; must be compared to a similar food in its product category, such as breads or cereals</i>	<i>It does not mean the product is completely free of the ingredient labeled "reduced," or is free of other undesirable ingredients.</i>







# NUTRIENT CONTENT DESCRIPTORS AND OTHER DEFINITIONS

## by National Dairy Council

The regulations provide definitions, synonyms, and specific conditions under which the following nutrient descriptors can be used: “free,” “low,” “light,” or “lite,” “reduced,” “less,” “high,” “good source,” “very low” (for sodium only), “lean,” “extra lean,” “fewer,” “more,” “added,” and “fresh” (1,2). In addition, conditions for use of various implied claims and a proposed definition of the term “healthy” are provided (1,2).

Readers are referred to the final regulations (1,2) for restrictions concerning the use of these descriptors. In many instances, use of descriptors is complicated by “referral” statements. Any nutrient content claim must be followed by a referral statement: “See (*location of panel*) for nutrition information.”

The referral statement also must indicate the presence of a nutrient in an individual food if it exceeds any of the following “disclosure levels”: 13 g for total fat, 4 g for saturated fat, 60 mg for cholesterol, or 480 mg for sodium per reference amount customarily consumed. Some foods such as infant and toddlers foods are not allowed to carry descriptors or nutrient content claims (1).

The only descriptors allowed on a food are the above FDA-defined terms (or authorized synonyms) (1). Descriptors that already are part of an established standard of identity (e.g., 2% lowfat milk) are exempt from meeting the new definitions (1).

The following nutrient content claims are defined per serving, unless indicated otherwise:

- “Free” (without, no, zero, trivial source of).  
*calorie-free*—less than 5 calories  
*fat-free*—less than 0.5 g  
*saturated fat-free*—less than 0.5 g and trans fatty acids less than 1% of total fat  
*cholesterol-free*—less than 2 mg  
*sodium-free*—less than 5 g  
*sugar-free*—less than 0.5 g.
- “Low” (little, few, low source of).  
*low calorie*—40 calories or less  
*low fat*—3 g or less  
*low saturated fat*—1 g or less  
*low cholesterol*—20 mg or less  
*low sodium*—140 mg or less  
*very low sodium*—35 mg or less.
- “High” (rich in, excellent source of) and “Good Source” (contains, provides).  
*high*—20 percent or more of the Daily Value for a particular nutrient  
*good source of*—between 10 and 19 percent of the Daily Value for a particular nutrient.
- “Reduced,” “Less.” These terms mean that a nutritionally altered food contains at least 25 percent less of a nutrient or of calories than the reference food. For a “reduced” claim, the reference food must be similar to the product bearing the claim (e.g., potato chips for potato chips), whereas for “less” (and fewer) claims, the reference food may be a different food within a product category (e.g., pretzels for potato chips).
- “More” (added, fortified, enriched). Foods bearing this term, whether altered or not, must contain at least 10 percent more of the nutrient’s Daily Value per serving than the reference food.
- “Light” or “Lite.” If a reference food derives 50 percent or *more* of its calories from fat, the modified food can carry the claim “light” if its fat content has been reduced by at least 50 percent. If the food derives *less* than 50 percent of calories from fat, the food must be reduced in fat by at least 50 percent, or in calories by at least one-third to be labeled “light.” A low calorie, low fat food may bear a



“light” claim if it is reduced in sodium by 50 percent or more. In addition, “light in sodium” may be used on foods in which the sodium content has been reduced by at least 50 percent. The term “light” also can be used to describe such properties as texture and color if the intent is clearly stated (e.g., “light brown sugar”).

- “Lean” and “Extra Lean.” These terms are used to describe the fat content of meat, poultry, seafood, and game meats (1,2).  
*Lean*—less than 10 g fat, 4 g saturated fat, and 95 mg cholesterol per serving and per 100 g  
*Extra Lean*—less than 5 g fat, 2 g saturated fat, and 95 mg cholesterol per serving and per 100 g.
- Meals and Main Dishes. Nutrient definitions for meals and main dish products are similar to the definitions for individual foods but, except for “free” definitions, are based on the specified nutrient value per 100 g of food. Some claims for meals and main dishes include:  
*low calorie*—120 calories or less per 100 g  
*low sodium*—140 mg or less per 100 g  
*low cholesterol*—20 mg cholesterol or less per 100 g and no more than 2 g saturated fat  
*light*—must meet the definition for a low calorie or low fat meal and be labeled to indicate which definition the meal meets (e.g., Light—a low fat meal).
- Implied Claims. Implied claims are not allowed when they falsely suggest that a food contains or does not contain a meaningful level of a nutrient. For example, the claim “made with oat bran” is prohibited unless the product contains enough oat bran to meet the definition for “good source” of fiber. Label statements such as “100% milk free” or “no artificial colors” are not defined as implied claims unless the statements are used in a nutritional context.

- Healthy. FDA is proposing that the term “healthy” be used to describe a food that is “low” in fat and saturated fat and contains no more than 480 mg sodium and 60 mg cholesterol per serving (1). FSIS also is proposing a definition for the term “healthy” for meat and poultry products. Final rules on this descriptor are expected later in the year.
- Fresh. The term “fresh” is used to suggest that a food is raw or unprocessed. Other uses of the term “fresh” that do not imply that the food is unprocessed (e.g., “fresh milk,” “fresh bread”) are not affected by this regulation.
- Standardized foods. A number of traditional foods, including milk and many other dairy products, have a standard of identity (i.e., the ingredients are fixed by law). Although FDA is not amending any of the existing standards of identity, manufacturers may list nutrient content claims on labels of standardized foods (e.g., reduced fat cheese) if the following conditions are met (1). The nutrient content claim must meet FDA’s definition and the modified food cannot be nutritionally inferior to the traditional standardized food. Also, the new food must have performance characteristics similar to those of the standardized food. If not, the label must state the difference in performance (e.g., not recommended for baking).

A modified food that uses a standardized term (e.g., swiss cheese), but does not comply with the standard of identity, must be labeled either as an “imitation” if it is nutritionally inferior (e.g., imitation swiss cheese), or as a “substitute,” “alternative,” or other appropriate term (e.g., swiss cheese alternative) if it is not nutritionally inferior.

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# Healthy Choice...or Not?

## Part 1:

**Directions:** Look at the food label on your package. Answer the questions below.

This food is called \_\_\_\_\_.

How much is in a serving?

How many servings are in this package?

How many calories in each serving?

If I ate the whole package, how many calories would I have eaten?

Is this food high in fat?

Is this food high in fiber?

Is this food low in sodium?

Is this food nutrient-dense?

Remember that foods are considered nutrient dense if they provide a higher percentage of at least one nutrient than the percentage of calories. Divide the calories in one serving by 2000 to get the percent of calories. Then, compare this percentage with the percentages the other nutrients supply. If the percent of calories is lower than the other percentages, the food is nutrient dense.

Is there any advertising on the package that tried to make me believe something about the product? If so, what does it want me to believe?

Rate this food on how healthy a choice it would be.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very Healthy	Kind of Healthy	So-so	Not Very Healthy	Choose This Food Rarely

Fill in the food label below with the information that helped you decide on your rating.

### Nutrition Facts

Serving Size

Servings Per Container

#### Amount Per Serving

Calories

Calories from Fat

% Daily Value\*

**Total Fat**

%

Saturated Fat

%

Trans Fat

**Cholesterol**

%

**Sodium**

%

Potassium

%

**Total Carbohydrate**

%

Dietary Fiber

%

Sugars

**Protein**

Vitamin A

%

Vitamin C

%

Calcium

%

Iron

%

**Part 2:**

This food is called \_\_\_\_\_.

How much is in a serving?

How many servings are in this package?

How many calories in each serving?

If I ate the whole package, how many calories would I have eaten?

Is this food high in fat?

Is this food high in fiber?

Is this food low in sodium?

Is this food nutrient-dense?

Remember that foods are considered nutrient dense if they provide a higher percentage of at least one nutrient than the percentage of calories. Divide the calories in one serving by 2000 to get the percent of calories. Then, compare this percentage with the percentages the other nutrients supply. If the percent of calories is lower than the other percentages, the food is nutrient dense.

Is there any advertising on the package that tried to make me believe something about the product? If so, what does it want me to believe?

Rate this food on how healthy a choice it would be.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very Healthy	Kind of Healthy	So-so	Not Very Healthy	Choose This Food Rarely

Fill in the food label below with the information that helped you decide on your rating.

**Nutrition Facts**

Serving Size  
Servings Per Container

**Amount Per Serving**

**Calories**                      **Calories from Fat**

% Daily Value\*

<b>Total Fat</b>	%
Saturated Fat	%
Trans Fat	

<b>Cholesterol</b>	%
--------------------	---

<b>Sodium</b>	%
---------------	---

Potassium	%
-----------	---

<b>Total Carbohydrate</b>	%
---------------------------	---

Dietary Fiber	%
---------------	---

Sugars	
--------	--

<b>Protein</b>	
----------------	--

Vitamin A	%
-----------	---

Vitamin C	%
-----------	---

Calcium	%
---------	---

Iron	%
------	---



Choose foods low in total fat, saturated fat, *trans* fat, cholesterol, and sodium. Five percent or less is a low amount. Twenty percent is high.

Choose foods high in fiber, vitamins, and minerals. Five percent or less is a low amount. Twenty percent is high.

## Using Food Labels to Choose Foods

Nutrition Facts		
Serving Size 1 cup (228g)		
Servings Per Container 2		
Amount Per Serving		
Calories 250	Calories from Fat 110	
	% Daily Value*	
Total Fat 12g		18%
Saturated Fat 3g		15%
Trans Fat 3g		
Cholesterol 30mg		10%
Sodium 470mg		20%
Potassium 700mg		20%
Total Carbohydrate 31g		10%
Dietary Fiber 0g		0%
Sugars 5g		
Protein 5g		
Vitamin A		
Vitamin C		4%
Calcium		2%
Iron		20%
		4%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Note the amount suggested as a serving and how many servings are in a package.

### Want More Information? Check out these websites!

- United States Food and Drug Administration  
<http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/default.htm>

#### These resources on weight management might be interesting for adult family members.

- For adults:  
Healthy Weight Network: <http://www.healthyweightnetwork.com/>
- Parenting Teens:  
<http://parentingteens.about.com/cs/bodyimage/a/bodyimage.htm>
- How to help an Overweight Child:  
[http://win.niddk.nih.gov/publications/over\\_child.htm](http://win.niddk.nih.gov/publications/over_child.htm)
- National Association of Social Workers for parents:  
<http://www.helpstartshere.org/?s=weight+management>
- SAMHSA for parents:  
[http://www.family.samhsa.gov/be/gnb\\_image.aspx](http://www.family.samhsa.gov/be/gnb_image.aspx)

### Eating in Restaurants

With your family member, visit the websites of your favorite restaurants. Most fast food restaurants have nutrition information posted that will give you the same facts you can get from a food label. Enter the name of your favorite restaurant in your "Search" box and check it out!

These sites offer additional information.

- [www.fastfoodnutrition.org](http://www.fastfoodnutrition.org)
- [www.fastfood.com](http://www.fastfood.com)



Find three foods in your home that have food labels. Answer the questions about each food. When you are finished, talk with a family member or other trusted adult about what you have learned about food labels and the three foods you examined. Then, have the person you spoke with sign the worksheet.

	Food #1	Food #2	Food #3
What is the name of the food?			
How many calories in each serving?			
What food group does it belong in?			
What nutrients does it supply?			
Is the food nutrient dense?			
<p>Foods are considered nutrient dense if they provide a higher percentage of at least one nutrient than the percentage of calories. Divide the calories in one serving by 2000 to get the percent of calories. Then, compare this percentage with the percentages the other nutrients supply. If the percent of calories is lower than the other percentages, the food is nutrient dense.</p>			
Is this food considered a food high in saturated or <b>trans</b> fat?			
Is this food high in fiber?			
Is this food low in sodium?			
Would you recommend this food to someone trying to lose weight?			
Would you recommend this food to someone trying to gain weight?			

## Using Food Labels to Choose Foods

We had a discussion about using food labels to learn about foods and which ones to choose.

\_\_\_\_\_  
Signature of a Family Member or Other Trusted Adult

\_\_\_\_\_  
Signature of Student



## Assessment Rubric: Healthy Choice...or Not?

### Elements in the Lesson

- Look at the food label on your package. Answer the questions below. Repeat for a second label.
  - How much is in a serving?
  - How many servings are in this package?
  - How many calories in each serving?
  - If I ate the whole package, how many calories would I have eaten?
  - Is this food high in fat?
  - Is this food high in fiber?
  - Is this food low in sodium?
  - Is this food nutrient dense?
  - Is there any advertising on the package that tried to make me believe something about the product? If so, what does it want me to believe?
- Rate this food on how healthy a choice it would be.
- Fill in the blank food label with the information that helped you decide on your rating.

The following **holistic** rubric can be used for assessing student ability to examine food labels on packages to determine whether or not the food is a healthy choice. The student has demonstrated the elements listed above through a written assignment.

To access an **analytic** rubric for this assignment or a **generic, holistic** rubric that can be used for any assignment, check the resources for Lesson 7 on the flash drive that came with your manual.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
Questions	All questions are accurately answered for each food label and show a depth of understanding regarding food labels.	All questions are accurately answered for each food label.	Most questions are answered for each food label, but a few answers may have slight inaccuracies.	Many questions are answered inaccurately.	
Food Ratings	Foods are rated accurately for both labels.	Foods are rated accurately for both labels.	Foods are rated accurately for at least one label.	One or both food ratings is/are missing or inaccurate.	
Food Labels	All information is provided on both food labels.	All information is provided on both food labels.	Most information is provided on both food labels.	Little information is provided on the food labels.	





## Healthy Choice...or Not?

This rubric can be used for assessing your ability to examine food labels on packages to determine whether or not the food is a healthy choice.

Review the rubric and circle the number with the statements that best represents your work for this assignment.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
Questions	All of my answers are accurate and most show a depth of understanding regarding food labels.	I answered all of the questions accurately.	I answered most questions, but a few answers may have slight inaccuracies.	I answered many questions inaccurately.	
Food Ratings	I rated both foods accurately.	I rated both foods accurately.	I rated at least one food accurately.	I rated neither or only one of the foods and my rating wasn't accurate.	
Food Labels	I provided all of the information on both food labels.	I provided all of the information on both food labels.	I provided most of the information on both food labels.	I provided little of the information on either of the food labels.	

